



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 31051873  
SAU: Peninsula CSD  
School: Peninsula CSD School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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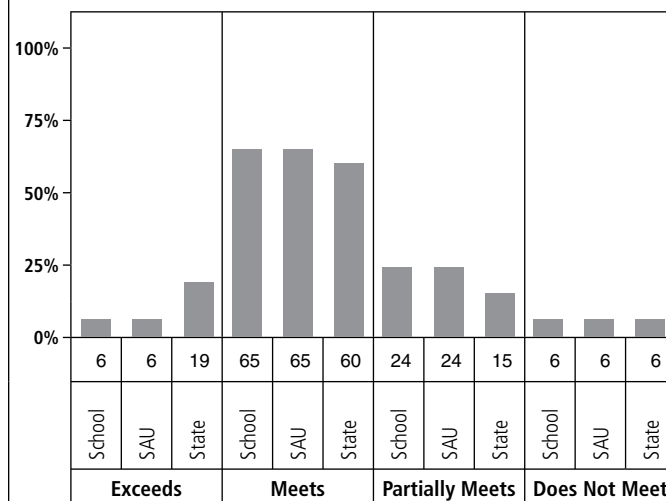
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

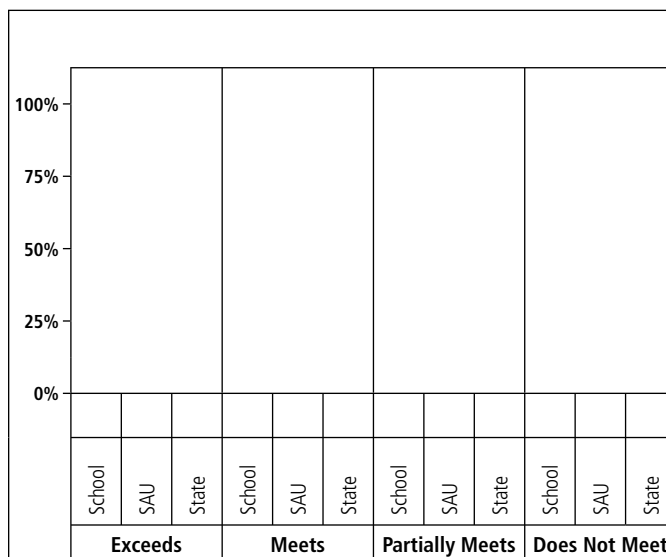
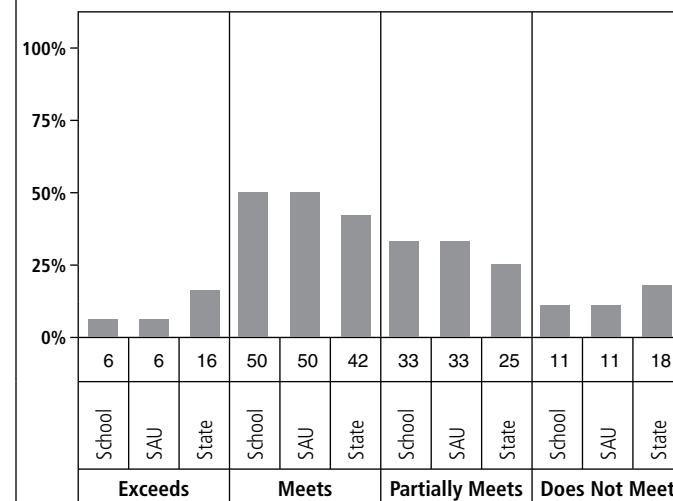
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	752	752	748
2007–2008	755	755	750
<b>2008–2009</b>	<b>746</b>	<b>746</b>	<b>751</b>
Cum. Avg.*	751	751	750
<b>Mathematics</b>			
2006–2007	745	745	742
2007–2008	739	739	743
<b>2008–2009</b>	<b>743</b>	<b>743</b>	<b>745</b>
Cum. Avg.*	742	742	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	18	100	18	100	14446	100	18	100	18	100	14316	99	18	100	18	100	14322	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	1	6	1	6	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	17	94	17	94	13483	93	17	100	17	100	13380	99	17	100	17	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	3	17	3	17	2428	17	3	100	3	100	2391	99	3	100	3	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	9	50	9	50	5498	38	9	100	9	100	5431	99	9	100	9	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	15	83	15	83	11742	81	15	83	15	83	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	7	1	7	183	2	1	7	1	7	187	2						
<b>Participation with accommodations</b>	2	11	2	11	2367	16	3	17	3	17	2366	16						
Identified disability (PET/IEP)	2	100	2	100	1819	77	3	100	3	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
<b>Participation through alternate assessment (PAAP)</b>	1	6	1	6	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	3	21	3	21	2630	18
	2007-2008	4	22	4	22	2604	18
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	8	16	8	16	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	9	64	9	64	7605	51
	2007-2008	11	61	11	61	8049	55
	<b>2008-2009</b>	<b>11</b>	<b>65</b>	<b>11</b>	<b>65</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	31	63	31	63	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	2	14	2	14	3000	20
	2007-2008	3	17	3	17	2672	18
	<b>2008-2009</b>	<b>4</b>	<b>24</b>	<b>4</b>	<b>24</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	9	18	9	18	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	0	0	0	0	1620	11
	2007-2008	0	0	0	0	1190	8
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>899</b>	<b>6</b>
	Cum. Total*	1	2	1	2	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	30.8	55.0	30.8	55.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.6	53.0	10.6	53.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.2	56.1	20.2	56.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	17	1	6	11	65	4	24	1	6	746	17	6	65	24	6	746	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	16	1	6	10	63	4	25	1	6	745	16	6	63	25	6	745	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2186	2	36	35	27	737
No	15	1	7	11	73	2	13	1	7	747	15	7	73	13	7	747	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	17	1	6	11	65	4	24	1	6	746	17	6	65	24	6	746	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	8	0	0	5	63	3	38	0	0	742	8	0	63	38	0	742	5300	8	58	22	11	746
No	9	1	11	6	67	1	11	1	11	749	9	11	67	11	11	749	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	17	1	6	11	65	4	24	1	6	746	17	6	65	24	6	746	14101	19	60	15	6	751
<b>Gender</b>																						
Female	7	1	14	5	71	1	14	0	0	750	7	14	71	14	0	750	6993	24	61	11	4	754
Male	10	0	0	6	60	3	30	1	10	743	10	0	60	30	10	743	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1025	10	53	27	11	745
No	13	1	8	9	69	3	23	0	0	748	13	8	69	23	0	748	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	1										1						676	66	33	1	0	766
No	16	1	6	10	63	4	25	1	6	745	16	6	63	25	6	745	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	1	100	0	0	0	0	746	6	0	100	0	0	746	7	8	48	25	19	743
B. less than one hour	35	0	0	4	67	1	17	1	17	744	35	0	67	17	17	744	52	17	62	15	6	751
C. one to two hours	35	0	0	3	50	3	50	0	0	742	35	0	50	50	0	742	37	23	61	12	4	753
D. more than two hours	24	1	25	3	75	0	0	0	0	754	24	25	75	0	0	754	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	6	0	0	1	100	0	0	0	0	756	6	0	100	0	0	756	30	33	56	7	4	756
B. good	59	1	10	6	60	3	30	0	0	746	59	10	60	30	0	746	49	16	64	14	5	751
C. fair	29	0	0	4	80	1	20	0	0	746	29	0	80	20	0	746	19	5	59	26	10	745
D. poor	6	0	0	0	0	0	0	1	100	728	6	0	0	0	100	728	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	6	0	0	1	100	0	0	0	0	746	6	0	100	0	0	746	33	24	62	10	3	754
B. They match some of what I have learned.	59	1	10	6	60	2	20	1	10	746	59	10	60	20	10	746	52	18	62	15	5	751
C. They match just a little of what I have learned.	24	0	0	3	75	1	25	0	0	748	24	0	75	25	0	748	11	11	54	23	13	746
D. There is no match.	12	0	0	1	50	1	50	0	0	742	12	0	50	50	0	742	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	24	0	0	3	75	0	0	1	25	743	24	0	75	0	25	743	17	16	55	18	12	748
B. about the same as my regular schoolwork	53	1	11	6	67	2	22	0	0	748	53	11	67	22	0	748	65	19	62	14	5	752
C. easier than my regular schoolwork	24	0	0	2	50	2	50	0	0	743	24	0	50	50	0	743	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	0	0	0	0	1	100	728	6	0	0	0	100	728	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	59	0	0	7	70	3	30	0	0	744	59	0	70	30	0	744	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	35	1	17	4	67	1	17	0	0	752	35	17	67	17	0	752	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	18	0	0	1	33	2	67	0	0	740	18	0	33	67	0	740	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	71	1	8	8	67	2	17	1	8	746	71	8	67	17	8	746	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	2	100	0	0	0	0	751	12	0	100	0	0	751	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	12	0	0	2	100	0	0	0	0	751	12	0	100	0	0	751	21	27	57	11	5	755
B. 20 minutes to an hour	53	0	0	6	67	2	22	1	11	746	53	0	67	22	11	746	45	22	62	12	4	753
C. less than 20 minutes	18	1	33	1	33	1	33	0	0	747	18	33	33	33	0	747	13	13	61	17	8	749
D. I rarely read at home.	18	0	0	2	67	1	33	0	0	742	18	0	67	33	0	742	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	2	15	2	15	2142	14
	2007-2008	1	6	1	6	2028	14
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	4	8	4	8	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	7	54	7	54	5642	38
	2007-2008	7	39	7	39	5703	39
	<b>2008-2009</b>	<b>9</b>	<b>50</b>	<b>9</b>	<b>50</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	23	47	23	47	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	3	23	3	23	4077	27
	2007-2008	4	22	4	22	3733	26
	<b>2008-2009</b>	<b>6</b>	<b>33</b>	<b>6</b>	<b>33</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	13	27	13	27	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	1	8	1	8	3001	20
	2007-2008	6	33	6	33	3054	21
	<b>2008-2009</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>11</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	9	18	9	18	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	29.0	51.8	29.0	51.8	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	7.5	53.6	7.5	53.6	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	7.5	46.9	7.5	46.9	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	6.9	57.5	6.9	57.5	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	7.1	50.7	7.1	50.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	1	6	9	50	6	33	2	11	743	18	6	50	33	11	743	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	17	1	6	8	47	6	35	2	12	742	17	6	47	35	12	742	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2189	2	17	27	53	728
No	15	1	7	8	53	6	40	0	0	747	15	7	53	40	0	747	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	0										0						323	4	20	28	48	729
No	18	1	6	9	50	6	33	2	11	743	18	6	50	33	11	743	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	9	0	0	4	44	3	33	2	22	736	9	0	44	33	22	736	5308	7	35	30	28	738
No	9	1	11	5	56	3	33	0	0	750	9	11	56	33	0	750	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	18	1	6	9	50	6	33	2	11	743	18	6	50	33	11	743	14112	16	42	25	18	745
<b>Gender</b>																						
Female	7	0	0	3	43	4	57	0	0	745	7	0	43	57	0	745	6992	16	43	25	16	745
Male	11	1	9	6	55	2	18	2	18	742	11	9	55	18	18	742	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1024	7	26	36	31	736
No	14	1	7	8	57	3	21	2	14	744	14	7	57	21	14	744	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	1										1						676	68	29	2	0	767
No	17	1	6	8	47	6	35	2	12	742	17	6	47	35	12	742	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Peninsula CSD  
School: Peninsula CSD School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	1	100	0	0	734	6	0	0	100	0	734	7	6	30	28	36	735
B. less than one hour	39	1	14	2	29	3	43	1	14	739	39	14	29	43	14	739	52	16	42	25	17	745
C. one to two hours	33	0	0	3	50	2	33	1	17	744	33	0	50	33	17	744	37	18	44	24	14	747
D. more than two hours	22	0	0	4	100	0	0	0	0	752	22	0	100	0	0	752	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	0	0	4	80	0	0	1	20	742	28	0	80	0	20	742	26	35	43	12	9	754
B. good	33	0	0	3	50	3	50	0	0	744	33	0	50	50	0	744	46	13	48	25	15	745
C. fair	39	1	14	2	29	3	43	1	14	743	39	14	29	43	14	743	23	3	32	37	27	737
D. poor	0										0						5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	39	0	0	3	43	3	43	1	14	739	39	0	43	43	14	739	26	23	43	20	13	749
B. They match some of what I have learned.	50	1	11	5	56	3	33	0	0	751	50	11	56	33	0	751	53	15	45	26	15	746
C. They match just a little of what I have learned.	11	0	0	1	50	0	0	1	50	724	11	0	50	0	50	724	17	9	35	32	24	740
D. There is no match.	0										0						4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	28	0	0	3	60	1	20	1	20	740	28	0	60	20	20	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	61	1	9	4	36	5	45	1	9	743	61	9	36	45	9	743	51	16	44	25	15	746
C. easier than my regular schoolwork	11	0	0	2	100	0	0	0	0	754	11	0	100	0	0	754	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	0	0	4	44	4	44	1	11	739	50	0	44	44	11	739	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	44	1	13	4	50	2	25	1	13	747	44	13	50	25	13	747	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	100	0	0	0	0	748	6	0	100	0	0	748	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	0	0	1	100	0	0	740	6	0	0	100	0	740	8	8	30	29	33	737
B. 30–45 minutes	17	1	33	1	33	1	33	0	0	750	17	33	33	33	0	750	38	13	40	27	20	743
C. 45–60 minutes	67	0	0	7	58	3	25	2	17	742	67	0	58	25	17	742	42	20	45	23	12	748
D. more than 60 minutes	11	0	0	1	50	1	50	0	0	745	11	0	50	50	0	745	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						15	19	38	25	19	745
B. two or three days a week	17	0	0	1	33	2	67	0	0	745	17	0	33	67	0	745	31	18	42	24	16	746
C. two or three times a month	50	1	11	5	56	3	33	0	0	747	50	11	56	33	0	747	26	17	43	24	17	746
D. never or almost never	33	0	0	3	50	1	17	2	33	737	33	0	50	17	33	737	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						10	12	39	24	24	741
B. two or three days a week	0										0						22	13	43	26	18	744
C. two or three times each month	11	0	0	2	100	0	0	0	0	750	11	0	100	0	0	750	33	18	44	25	13	747
D. never or almost never	89	1	6	7	44	6	38	2	13	742	89	6	44	38	13	742	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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